Literacy Portfolio

Literacy in Middle and Secondary Grades

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Instructional Routines:

1. **Norm Setting:** A ‘norm’ is defined as something that is usual, typical, or standard. Setting norms in the class involves expectations. Expectations of both the students and the teacher. As I enter the classroom setting in the fall one of the first days of class the ‘norm setting’ strategy will come into play. By having the students participate in a way that holds them accountable for the norms of the classroom you set a precedent for what is expected by you and by the other students.

A norm setting day in my class will consist of many different stages. First, I will set the tone for what I believe a norm is and ask the students what their definition of a norm is. I will share with the students my five core norms of the class: Be Prompt, Be Prepared, Be Positive, Be Productive, and Be Polite! Once they understand these norms I will open the classroom up for discussion and take down on paper what the classroom feels should be a norm (possibly respect others opinions). I will then construct a poster of the top 10 norms that the class votes on. By having the students take part in the construction of the norms it empowers them to create their own learning environment.

1. **Word Wall:** The ‘word wall’ to me is an amazing learning tool that can be built upon over the course of the year or maybe just the course of a unit. By creating a poster that the class can add vocabulary words to which they feel are important or may not understand, the students will have a visual cue to key words.

Unit to unit I would create a new word wall. I would make sure to always revisit the word wall multiple times per week. When assigning a reading overnight it may be a nice way to start the class with a warm up discussion. “In the reading for last night did anybody come across a new term or word that they would like to see added to the word wall?” Chances are if you don’t understand the meaning of a word someone else doesn’t either. In the end of the unit I could have the students write a reflective essay on what they learned and try to involve as many words from the word wall as they can, but set a minimum that they must include (i.e. 5 words…).

1. **Individual Quick Write:** When students are assigned readings I feel that they are not always allowed to express how they feel about what they read. A lot of social studies teachers will incorporate current events into their lesson, but don’t always allow the students to share their opinion. Instead they make the student summarize the article. I can see the validity in summarizing, but I also see the good in allowing a quick write in which will not be judged and maybe not even be read by me (the teacher).

The assignment may be that the student has to bring in a current event of their choice pertaining to a specific theme. Instead of making the students summarize the article in their current event journal (which is a whole other instructional routine) I would have them just take five minutes to write whatever was on their mind about the article. This allows the student to link the current event to themselves. How does it affect them as a person? Not only will this create deeper thinkers, but it will help spark creative writing.

1. **Artifact Share:** First and foremost, I love this! Okay, I got that out of the way… The artifact share routine truly allows the students to become a detective. By intertwining the Observation/Inferences instructional routine into the lesson the students really have to think on a higher level about what they are looking at. This could be done with an array of different styles of texts as well.

As the students would enter the classroom I would have the desks positioned in groups of four. Each group would have a text or “artifact” along with a blank piece of paper in their group area. After the students settled in I would have them create an Observations/ Inferences chart in their own notebooks. As a group, the students would then decode the artifact making both observations and inferences about it. Then they would formulate one major question about the artifact to write on the piece of paper that was provided. I would then have all of the groups move clockwise to the next artifact every five minutes. They will then read the question that the previous group created and start to make observations and inferences of their own. As time allows we will do this activity. With ten minutes left in class we will share what has been unpacked about each individual artifact. I will then share my knowledge of the artifact and why I selected it. I feel this exercise really helps students to look at history like a detective.

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| **Instructional Routine/ Strategy** | **Our Experience with the Routine** | **How I Might Use this Idea With Students in my Future Classroom** |